San José State University  
College of Education  
Department of Counselor Education

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>EDCO 279: ADVANCED GROUP PROCESS THEORY AND PRACTICE</th>
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<tbody>
<tr>
<td>Semester:</td>
<td>FALL 2014</td>
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<tr>
<td>Class Hours:</td>
<td>Wednesdays 7-9:45pm</td>
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<tr>
<td>Course Location:</td>
<td>SH 120</td>
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<tr>
<td>Instructor:</td>
<td>Latisha Roberts</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>by appointments only</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Sweeney Hall 423</td>
</tr>
<tr>
<td>Office Phone:</td>
<td>408-924-3636</td>
</tr>
<tr>
<td>E-mail (preferred contact):</td>
<td><a href="mailto:latisha.roberts@sjsu.edu">latisha.roberts@sjsu.edu</a></td>
</tr>
<tr>
<td>Department Fax:</td>
<td>408-924-4137</td>
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**College of Education Mission:** The mission of the College of Education at San José State University is to prepare educators who have the knowledge, skills, and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

**Department of Counselor Education Mission:** The Department of Counselor Education at San José State University is committed to the preparation of guidance and counseling personnel who will work with increasingly diverse ethnic and cultural populations. The mission of the department is to provide all graduate candidates with multiethnic and multicultural professional preparation.

**Catalogue Description**
Focus on diverse theoretical approaches in group dynamics, group facilitation/leadership and the group as an instrument of learning within varying institutional settings.

**Prerequisites**
Core curriculum and instructor consent.

**Course Description**
This course will focus on the role and function of groups and group leadership styles and approaches through the examination of group counseling theoretical orientations, techniques, and theories. Group counseling is a process that provides tremendous opportunities for change. Group process can provide participants with the tools to identify, plan, practice, and act upon goals within a safe and supportive setting. Inherent in the process of change is tolerance of diverse viewpoints, cultural awareness, respect for individual rights, and concern for the welfare of others.

**Course Objectives**
1) To develop knowledge of group counseling theoretical orientations including the principles of group dynamics.  
2) To develop critical thinking skills for the application of group counseling developmental stage theories.  
3) To understand different group counseling methods, group process components, group structuring, and methods for evaluation of group growth and effectiveness through pertinent research and literature.  
4) To understand community needs and the application of group work skills in work with diverse communities.  
5) To demonstrate understanding of ethical and legal considerations related to group work.  
6) To become more conscious of personal growth through participation as a group member.  
7) To understand group leadership styles and approaches, including characteristics of various types of group leaders and the relationship between leadership styles and the therapeutic factors of group work.  
8) To demonstrate understanding of various approaches used for group work, including task groups, psychoeducational groups, and therapy groups.
**Academic Integrity Policy**
University policy regarding plagiarism will be actively enforced. Please consult the following website: [http://www.sjsu.edu/senate/pol_plag.html](http://www.sjsu.edu/senate/pol_plag.html)
Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. Please refer to San José State University Academic Senate website for the policy on academic integrity: [http://www2.sjsu.edu/senate/plagarismpolicies.htm](http://www2.sjsu.edu/senate/plagarismpolicies.htm)

**Accommodation of Students with Special Needs**
If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability. [http://www.drc.sjsu.edu/](http://www.drc.sjsu.edu/)

**Grading Policy**
All assignments are due by the end of class on the listed due dates. Late assignments will be graded accordingly unless a prior arrangement with the instructor has been agreed upon. For every day an assignment is late, there will be a 10% grade deduction. All assignments will be assigned points, a letter grade, or percentage unless otherwise noted. Any changes will be announced in class. Course calendar and all assignments are subject to change with fair notice.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Self Assessment of Cultural Influences</td>
<td>25%</td>
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<tr>
<td>Group Proposal Presentation</td>
<td>35%</td>
</tr>
<tr>
<td>Observation of Community Group</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**GRADING PERCENTAGE BREAKDOWN**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95% and above</td>
<td>A</td>
</tr>
<tr>
<td>94% - 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89% - 87%</td>
<td>B+</td>
</tr>
<tr>
<td>86% - 84%</td>
<td>B</td>
</tr>
<tr>
<td>83% - 80%</td>
<td>B-</td>
</tr>
<tr>
<td>79% - 77%</td>
<td>C+</td>
</tr>
<tr>
<td>76% - 74%</td>
<td>C</td>
</tr>
<tr>
<td>73% - 70%</td>
<td>C-</td>
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<tr>
<td>69% - 67%</td>
<td>D+</td>
</tr>
<tr>
<td>66% - 64%</td>
<td>D</td>
</tr>
<tr>
<td>63% - 60%</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
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**Course Requirements**
**Participation:** Active participation and attendance in class is essential to the quality of the course. Students will be asked to participate in group discussions, exercises and activities relevant to the content of the course and group presentations. → 20% of final grade

**Self Assessment of Cultural Influences (Due November 5, 2014):**
“Cultural” is an encompassing term referring to social, ethnic, racial, religious and other entities of people sharing specific norms, behaviors, abilities, special needs, rituals, values belief, systems, and other such characteristics. Culture refers to specific classifications such as race, ethnicity, religion, socioeconomic class, sexual orientation, gender, and level of physical ability.
Self-examination is a critical skill and attitude in cultivating culturally awareness in the therapeutic relationship. To understand the influences of culture, it is helpful to engage in self exploration of one’s own culture(s) and its meaning as it relates to the self as the counselor In this **4-6 page paper, you are to assess the impact of your**
culture(s) on your behavior, belief systems and self in relation to others, particularly as it is relevant to being a group therapist. By understanding your own cultural biography, counselors are more apt to gain awareness into the cultural biases and distortions you may bring to your work with clients and colleagues. By cultivating more knowledge and awareness of these biases, you can make informed decisions about what may need to change about yourself to be effective in your work. **Your assessment should describe what values, behaviors, beliefs, etc. developed from your cultural experiences. Discuss how your cultural influences could impact clients’ perceptions of you in group psychotherapy, and the possible influences on your perceptions of clients n group.** Using the results of your Multicultural Assessment, include your areas of strength and areas for growth. \( \rightarrow 25\% \text{ of final grade} \)

**Group Proposal Presentation:** Identify a therapy group that you would be interested in offering to the community that will meet an unmet need. **This proposal will include your readings, class discussions and experiential exercises to inform the content of the proposal.** Write a 4-7 page paper and be prepared to present this to the class. Your instructor and other members of the class will give you feedback on the proposal itself. **An outline will be given to assist you with the assignment.** \( \rightarrow 35\% \text{ of final grade} \)

**Ongoing Group Experience:** Groups will utilize didactic and experiential methods to present a group counseling theoretical orientation/process (e.g., Psychoanalytic, Adlerian, Existential, Person-Centered, Gestalt, Transactional Analysis, Cognitive Behavioral, Rational Emotive, Reality, Solution Focused) focusing on a specific population (e.g., children of divorce, grief/bereavement, self-esteem, etc.). Students will participate weekly in a group process experience designed to allow participants to both experience and witness the stages of group development first hand. **Participants will not be graded on this portion of the class to allow optimal learning, however participation points will be assigned.** Group leadership will be rotated weekly to allow for optimal skill development for the students. A **running weekly journal log of observations and feedback following ongoing groups will be collected at the end of all sessions and counted toward participation in class.**

**Observation of Community Group (Due December 17, 2014):** Visit or observe a working group for at least 2 hours or 3 sessions to get a feel for how the group works. Write a observation about the group dynamics, your role and the group leader’s role. In a **2-3 page paper** include responses to the following: What made you choose this group? Who was the leader, who was the unspoken leader and what skills were employed? Was this a closed or open group? What stage of development were they in? Address the therapeutic factors present in the group, the degree of cultural sensitivity observed on the part of the group facilitator, the qualifications of the group facilitator and a facilitation technique you observed. Finish by describing what you learned by your attendance at the group. If you are already a member of a particular type of a self-help group in the community, please attend a group with a different focus. Please share any additional thoughts, ideas, perspectives, etc. **In addition to your reflection paper, please email the class written information about the group (e.g. Copy of meeting schedule, flyer describing services provided, link to website), so that it can be added to their list of community resources. Instructor will give more specific directions.** \( \rightarrow 20\% \text{ of final grade} \)

**August 27--Week One**

**Introduction to course and review of syllabus**
Belmont, CA: Brooks/Cole. \( \rightarrow \text{Part 1: Introduction & Chapter 1: Introduction to Group Work} \)

**September 3--Week Two**
Belmont, CA: Brooks/Cole. \( \rightarrow \text{Chapter 2: The Group Counselor} \)
September 10--Week Three
Self Assessment Group Leadership

September 24--Week Four
Ongoing Group Experience

October 1 --Week Five
Ongoing Group Experience

October 8--Week Six
Ongoing Group Experience

October 15--Week Seven
Ongoing Group Experience

October 22--Week Eight
Belmont, CA: Brooks/Cole.  Chapter 8: Final Stage of a Group
Ongoing Group Experience

October 29--Week Nine
Ongoing Group Experience

November 5 --Week Ten
Belmont, CA: Brooks/Cole.  Chapter 10: Groups for Adolescents
Group Proposal Presentations

November 12--Week Eleven
No Class Meeting— Compensation for Community Assignment

November 19--Week Twelve
No Class Meeting— Compensation for Community Assignment

November 26 --Week Thirteen
No Class Meeting— Holiday
December 3--Week Fourteen

**Group Proposal Presentations**

December 10--Week Fifteen

**Group Proposal Presentations**

December 17 –Finals
DUE → Observation of Community Group

***Weekly Schedule subject to change with fair notice***

**Required Text**

**Recommended Text**

**Additional References**

**Library Resource**
San José State University Library
One Washington Square San Jose California 95192-0028
408-924-2823
http://library.sjsu.edu